

# *California High School Exit Examination*

**English Language Arts  
Released Test Questions  
2002**

Standards and Assessment Division  
California Department of Education



California High School Exit Examination

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# English Language Arts Released Test Questions

## Introduction

Commencing with the 2003-04 school year, every graduating senior must have passed the California High School Exit Examination (CAHSEE) in order to receive a high school diploma from a California public school. During the 2002-03 school year, students in grade 10 and those students in grade 11 who have not yet passed one or both parts of the CAHSEE must take the test. In spring 2003, all students in grade 10 will be required to take the CAHSEE for the first time. For those who do not pass, there will be multiple opportunities to retake the exam.

The State Board of Education determines both grade level and specific content to be assessed on the CAHSEE. The test blueprints for the CAHSEE indicate which content standards are to be tested and the number of items per standard. More detailed information is available on the CAHSEE website <http://www.cde.ca.gov/statetests/cahsee>.

All questions on the examination have been evaluated for their appropriateness for measuring the designated English language arts (ELA) and mathematics content standards. They have been reviewed and approved by committees of California educators, including teachers, administrators, and academicians. In addition to content, all items have been reviewed and approved by California educators for their adherence to the principles of fairness and have been evaluated to determine if bias exists with respect to characteristics such as gender, ethnicity, and language.

The test questions on the ELA part of the CAHSEE assess the approved content standards and cover a range of difficulty levels, consistent with good testing practices. Because the primary purpose of the examination is to determine whether or not students can demonstrate grade-level competency in reading and writing, many of the test questions are clustered around the difficulty level represented by the passing score. These questions assess full mastery of the designated California content standards as well as foundational knowledge and skills underlying these standards, as recommended by the High School Exit Examination Standards Panel. For example, the CAHSEE includes test questions that require students to determine the meaning of words in context. This vocabulary strategy is not specifically named in the grade 9/10 content standards, but it is included on the exam because it is a foundational, underlying skill required for achievement of the grade 9/10 vocabulary standards. Similarly, most CAHSEE ELA test forms contain at least one poem. Although poetry is not specifically named in the grade 9/10 literary analysis standards, the analysis of poetry is a focus of standards in the earlier grades. The test questions contained in this booklet reflect foundational as well as grade-level assessment.

The following 62 released English language arts test questions are taken from the previous administrations of the CAHSEE in March and May of 2001 and 2002. The 60 multiple-choice questions and 2 writing tasks are focused on the six ELA strands: Word Analysis, Reading Comprehension, Literary Response and Analysis, Writing Strategies, Writing Conventions, and Writing Applications. When the released test questions are associated with a passage, they are clustered with that passage. The stand-alone test questions for the Writing Conventions strand are clustered together under that strand. One of the two writing tasks will be found with the passage *Hiking Trip*, and the other is located under the Writing Applications strand.

## Word Analysis

To demonstrate achievement in this CAHSEE strand, students must know the meaning of words at the tenth grade reading level. All target vocabulary words are located within reading passages, either informational or literary. Students are expected to know the meaning of tenth grade words whether or not the passage provides context clues. Test questions may include a phrase or sentence quoted from the passage, or they may simply refer to a paragraph, line number, stanza, or scene number in which the word may be found.

Some test questions in the Word Analysis strand require students to determine the meaning of words that are above the tenth grade level. When these more difficult words are tested, students are expected to use appropriate strategies for determining word meaning. One such strategy is the use of context clues. In test questions requiring this strategy, there is sufficient context within the passage for students to derive the meaning. Target words are presented in the test question with the phrase or sentences in which they are used in the passage. Students are expected to use the phrase or sentence, as well as the entire passage, to help them determine the meaning of the unknown word.

A second vocabulary strategy is the analysis of affixes and roots to determine meaning. Target words contain common roots, prefixes, or suffixes appropriate to the tenth grade. Students are expected to use knowledge of roots and affixes to determine the meaning or to identify the meaning of the individual word parts.

Test questions in the Word Analysis strand may also address the connotation of words or phrases within reading passages. The target words usually are adjectives or adverbs that suggest qualities of people, animals, or actions. However, the target words may also be verbs with a clear connotative interpretation.

The California content standards tested on the CAHSEE also require students to determine the meaning of figurative words or phrases, including idioms, metaphors, and similes. Test questions do not ask students to identify the terms *idiom*, *metaphor*, and *simile*, but they require students to use context clues and knowledge of denotative meanings to determine the meaning of the figurative language.

## **Reading Comprehension**

To demonstrate achievement in this CAHSEE strand, students must demonstrate their ability to comprehend and interpret informational texts. These texts include a variety of genres: expository passages, persuasive essays, written instructions, workplace documents (materials young adults might encounter in an entry-level, part-time work setting), and consumer materials (warranties, product information, instruction manuals).

One important focus in this strand is the use of structural features in informational text. Students should understand the importance of these features and use them to aid comprehension. Structural features that may be addressed on the CAHSEE include titles, headings, bulleted or numbered lists, graphs, and tables of contents. Students should be able to use the structural features to understand the text, to analyze the author's purpose in using the specific features, and to determine how the features contribute to the reader's understanding of the text.

A second important focus within this strand is the critical analysis of informational texts. Students are asked to connect ideas within and among texts and to extend ideas through analysis, evaluation, and elaboration. Students should also be able to critique the internal logic of a text and to evaluate credibility of an author's arguments—e.g., whether the author is relying primarily on personal opinion or research or whether there are assertions in the text for which the author provides little or no evidence.

Although most of the CAHSEE items within this strand assess the student's achievement of these critical analysis skills, others assess the foundational skills for the critical analysis of texts, as found in the California content standards in earlier grades. These skills include determining the main idea of the whole or part of a passage, identifying cause and effect relationships, identifying underlying comparisons, making logical predictions, and determining the author's purpose.

The Reading Comprehension strand also has a research component, requiring students to understand and identify the conventions of bibliographic citation. Students are not required to know a specific style, but they should be able to recognize those elements that are common among styles and are necessary for doing individual student research. Students also will be asked to recognize a research question that would be appropriate for use by high school students.

## **Literary Response and Analysis**

To demonstrate achievement in this CAHSEE strand, students must be able to comprehend and analyze literary texts, focusing on the important literary elements that form the basis of instruction in literature during middle school and high school.

Students should be familiar with the genres of dramatic literature named in the grades 9/10 California content standards (comedy, tragedy, dramatic monologue), as well as the genres that are the focus of the content standards in preceding grades (e.g., short story, novel, novella, essay, ballad, couplet, and sonnet). Students should also understand the meaning and use of specific characteristics of dramatic literature, including dialogue, soliloquy, and asides.

Test questions within the Literary Response and Analysis strand will focus on other aspects of the study and interpretation of literary works. For example, students should understand the important aspects of characterization in dramatic and other fictional literature. Students should be able to determine what characters are like, how the author reveals characterization, how characters interact to affect the plot, and how characters function as foils within a given work. Students should also be able to analyze other aspects of plot, including an author's manipulation of time sequence and the foreshadowing of events to come. Test questions will also address other aspects of critical reading: interpreting nuances of meaning, analyzing the use of literary devices such as metaphor and symbolism, recognizing thematic elements, and understanding subtle aspects that require attentive reading of a literary work.

The following released test questions are arranged according to the passage with which they are associated. Each question addresses either the Word Analysis, Reading Comprehension, or Literary Response and Analysis strand. For some of the following passages, only a portion of the total number of test questions has been released. On the operational CAHSEE test form, each passage is accompanied by five to eight test questions.

**READING**

Read the following passage and answer questions 1 through 9.

## A Day Away

By Maya Angelou

Most people today know Maya Angelou as one of America's most important poets. One of her stories, "Georgia, Georgia," was the first story by an African-American woman to be made into a television movie. Angelou also wrote the screenplay for the movie *All Day Long* and even directed it. The variety, quality, and passion of her work continue to inspire people today.



We often think that our affairs, great or small, must be tended continuously and in detail, or our world will disintegrate, and we will lose our places in the universe. That is not true, or if it is true, then our situations were so temporary that they would have collapsed anyway.

Once a year or so I give myself a day away. On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness. I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone. I turn the radio dial to an all-music station, preferably one which plays the soothing golden oldies. I sit for at least an hour in a very hot tub; then I lay out my clothes in preparation for my morning escape, and knowing that nothing will disturb me, I sleep the sleep of the just.

On the morning I wake naturally, for I will have set no clock, nor informed my body timepiece when it should alarm. I dress in comfortable shoes and casual clothes and leave my house going no place. If I am living in a city, I wander streets, window-shop, or gaze at buildings. I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses. I stay in no place for very long.

On the getaway day I try for amnesia. I do not want to know my name, where I live, or how many dire responsibilities rest on my shoulders. I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.

Every person needs to take one day away. A day in which one consciously separates the past from the future. Jobs, family, employers, and friends can exist one day without any one of us, and if our egos permit us to confess, they could exist eternally in our absence.



**READING**

Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us. We need hours of aimless wandering or spaces of time sitting on park benches, observing the mysterious world of ants and the canopy of treetops.

If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

A day away acts as a spring tonic. It can dispel rancor, transform indecision, and renew the spirit.

From *WOULDN'T TAKE NOTHING FOR MY JOURNEY NOW* by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.

64B

**1. What is the narrator's main purpose in this passage?**

- A** to entertain readers with a story of an unusual day
- B** to inform readers how to organize a day away from home
- C** to persuade readers to take some time for themselves
- D** to describe to readers what it is like to rediscover a city

L164B007

**2. Which sentence below is an example of a simile?**

- A** I will have set no clock . . .
- B** I do not want to know my name . . .
- C** We need hours of aimless wandering . . .
- D** A day away acts as a spring tonic.

L164B013

**3. The words *casual*, *wander*, and *gaze* in paragraph 3 suggest a feeling of—**

- A** determination.
- B** solitude.
- C** bewilderment.
- D** relaxation.

L164B006

**4. The narrator MOST likely laid out her clothes the night before her day away so that she—**

- A** wouldn't forget what she wanted to wear.
- B** wouldn't have to make a decision in the morning.
- C** would be able to sleep late in the morning.
- D** would be as stylishly dressed as possible.

L164B010



**READING**

5. Which BEST describes the narrator's tone in the second half of the passage?

A persuasive  
B humorous  
C sarcastic  
D frustrated

L164B016

6. Which sentence from the passage is an example of figurative language?

A Once a year or so I give myself a day away.  
B On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness.  
C I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses.  
D It can dispel rancor, transform indecision, and renew the spirit.

L164B014

7. In which sentence from the passage does the narrator acknowledge those who disagree with her main argument?

A I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone.  
B I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.  
C If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.  
D When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

L164B015

8. Which statement from the passage BEST describes the narrator's motivation for "a day away"?

A ... we will lose our places in the universe.  
B ... I sleep the sleep of the just.  
C ... I want to forget for a while.  
D ... friends can exist one day without any one of us.

L164B009

9. Which of the following is the main theme of the passage?

A Self-energizing oneself is necessary.  
B Time is of the essence.  
C Problems will solve themselves.  
D A single decision has many consequences.

L164B011

**A Day Away**

Item Number	Standard	Answer Key
1	RL* 10.3.1	C
2	RL 10.3.7	D
3	RI** 10.2.5	D
4	RI 10.2.5	B
5	RL 10.3.9	A
6	RL 10.3.7	B
7	RL 10.3.8	C
8	RI 8.2.1	C
9	RL 10.3.5	A

\* Reading: Literary Response and Analysis

\*\* Reading: Informational Texts

**READING**

Read the following document and answer questions 10 through 17.

## HOW TO CHOOSE A PASSWORD

Passwords are commonly used today to restrict access to personal possessions or privileged information. Passwords consist of a unique sequence of characters—letters, numbers, and symbols—required to access personal banking information, automated teller machines, secure buildings and businesses, computer networks, certain Web sites, e-mail, and more. Passwords are much like keys. Each password is different, and only the correct one allows the right of entry. It should be something unusual enough that the wrong person could not decipher it just by knowing you.



Before you can choose a password, however, you must know the types of passwords required. First find out if all letters must be lowercase or if upper- and lowercase are both acceptable. Should the password consist of letters or numbers only, or are special characters permissible? What is the minimum and maximum length allowed?

Now you are ready to think of an appropriate password. Your password should be something you can easily remember but something impossible for anyone else to decode or guess. We will discuss poor options first, so you will know what to avoid. Poor choices include names of people, family or fictional characters, common sequences such as QWERTY on the keyboard or 789456123 on the numeric keypad, or *any* word that appears in a dictionary. Other inappropriate choices include your telephone number or birth date. Do not use your middle name, mother's maiden name, your street name, or any other familiar name or number in reverse order.

The best way to choose a password that is hard to crack, yet easy to remember, is to select something memorable from your past. It could be the name of your grandparents' dog when you were 5 (*tippy5*) or the name of your math teacher in room 118 (*118-Thompson*). You could form a string of characters using the first letter of each word in a phrase or saying that makes sense to you. For example, your mother might say, "The sun is shining—So am I." A password derived from this saying might be (*TsisSal*) or (*Tsis-Sal*).

**READING**

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

It is best to have different passwords for each system. If you have used the same password for your bike lock and your access code to the Internet, would you be willing to loan your bike and lock to a schoolmate?

Since unauthorized access to sensitive information could open the door for an unscrupulous individual to access or even tamper with your personal records, as well as those of other people on the system, it is wise to change your passwords frequently. Some authorities suggest changing passwords every three months.

**BAD PASSWORDS:**

**782-8973** (phone number)  
**Butch** (nickname)  
**LittleBoPeep** (storybook character)  
**12-11-86** (birth date)  
**dejavu** (foreign phrase)  
**leahcim** (name spelled backwards)  
**QQQQQQ** (repeated letter)  
**XyzXyzXyz** (repeated pattern of letters)

**GOOD PASSWORDS:**

**NYTXvincent** (best friend in first grade preceded by state of birth and current state of residence)  
**delygd** (first letters of coach's favorite saying: Don't ever let your guard down.)  
**ofcmgr98** (mother's abbreviated job title - Office Manager - in 1998)

65B

**10. According to the document, what should you do FIRST before choosing a password?**

- A** determine what type of password must be used
- B** think of something memorable from your past
- C** decide where to store the information to keep it safe
- D** change your password about every three months

L165B005

**11. The two boxes included at the end of the document illustrate information that is primarily found in which two paragraphs?**

- A** 1 and 2
- B** 3 and 4
- C** 5 and 6
- D** 6 and 7

L165B004

**12. According to the two boxes at the end of the document, which of these would be the BEST password?**

- A** date of a wedding anniversary
- B** your family nickname
- C** the same number, repeated five times
- D** the first letters in the title of your favorite book

L165B009

**READING**

13. Which question could **MOST** effectively be developed into a research paper?
- A How often does my computer program require a new password?
  - B In what year was the use of passwords first offered in a computer program?
  - C Do I have to use a password to do research in the library?
  - D What are the advantages and disadvantages of using passwords to protect information?

L165B013

14. Based on information in the document, which statement about passwords is accurate?
- A Computer programs cannot be protected by passwords.
  - B Passwords may not be used as a security measure in the future.
  - C People only need to use one password for different systems.
  - D Bad passwords could give access to unauthorized individuals.

L165B006

15. Which sentence from the document **BEST** summarizes the author's main point?
- A It is best to have different passwords for each system.
  - B Before you can choose a password, however, you must know the prerequisites for the password.
  - C Your password should be something you can easily remember but something impossible for anyone else to decode or guess.
  - D Some authorities suggest changing passwords every three months.

L165B002

16. What suggestion does the article provide about writing down passwords?
- A Write it down often so you don't forget your password.
  - B Disguise your password when you write it down.
  - C Do not let people know your password.
  - D Change your password frequently when you write it down.

L165B014

17. Based on information in the two boxes at the end of the document, *lkjlkj* would be a bad choice for a password because it—
- A is someone's initials.
  - B stands for a favorite saying.
  - C is a repeated pattern of letters.
  - D is an abbreviation of a familiar name.

L165B012

**How To Choose A Password**

Item Number	Standard	Answer Key
10	RI* 10.2.1	A
11	RI 10.2.1	B
12	RI 8.2.1	D
13	RI 10.2.3	D
14	RI 10.2.5	D
15	RI 10.2.8	C
16	RI 10.2.4	B
17	RI 8.2.1	C

\* Reading: Informational Texts

**READING**

In the following story, a young man is remembering his high school acting career. Read the story and answer questions 18 through 21.



Write something.

“Huh?”

Write something.

“Ugh.”

My ninth grade teacher was telling me to write something about what I had just read, and my mind was gazing out across greener pastures. I was staring at the football field, through my high school English class’s window, daydreaming about what “pearls of wisdom” I should transcribe to my notebook paper, when all I really wanted to do was “to act.”

When I was a kid, and I read a book, all I could do was picture the book as a movie. And, naturally, I was the star. (Ah, to see my name in lights!) Indeed, all my life, I have thought cinematically. When I walk into a room, my immediate thoughts are how would this look on the big screen? What would this person say? Where would I put this chair? Can I make this more entertaining?

It is terrible to think this way. You spend half your time not really listening to what people have to say. And the other half rearranging their wardrobe.

Write something.

I would like to write something, but what I really like to do is “act.” I think it’s genetic.

I was born with a predisposition to sing and dance. I came out of the womb wearing a top hat and cane, ready to softshoe my way into the hearts of my relatives. My school years were spent playing the clarinet (not my forte), singing in choruses (you didn’t miss anything), and putting on plays. For my high school senior year, I was voted “Most Dramatic.” I was not surprised, though. I had performed for my high school a monologue entitled “The Night the Bed Fell” by James Thurber, and I had been—as they say in showbiz—a hit.

I remember the day vividly. As members of the high school debate team, we were forever going to district and state competitions. One category that I relished was

**READING**

dramatic interpretation. My debate teacher, Mrs. Spector (dear Mrs. Spector, I remember the time when we jumped in the school's indoor pool with our clothes on, but that's another story), selected the piece for me, knowing my penchant for humor and my desire to entertain. She felt this Thurber piece, about a series of misadventures that lead everyone to believe that an earthquake has occurred, instead of a bed falling, was the perfect vehicle for my dramatic debut.

She was right.

There I was on the high school stage, standing near a single chair (You know the kind. They are wooden, sturdy, and usually found in turn of the century libraries), bathed in a glow of bright light. And a sea of people. My classmates. All staring in great anticipation.

“What’s this crazy kid going to do now?”

Until then, my classmates had only seen me in bit parts. I was not the Tom Cruise of my high school. I had been in school plays, but nothing really big. I was the character actor to the right, the nerdy kid in stage makeup, looking like someone’s long-lost relative.

I was no heartthrob.

Most high schools present Spring musicals, where good looking singers and dancers are held at a

premium. And although I love to sing and dance, enthusiasm is my real talent.

Mrs. Spector, though, gave me my big break.

As soon as the audience quieted, I began.

It was awesome.

I held my classmates in the palm of my hand. They were glued to my every word. They sighed and laughed appropriately. They understood what I was saying (believe me, Thurber is not easy to follow), and moreover, they listened to me. No one else. Just me.

I was in seventh heaven.

Until this day, I still remember the final ovation.

I remember the applause sweeping over me like a wave of righteousness. Each clap, underlining what I already knew.

Acting is my thing.

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Kaplan, J. 1997. Acting up across the curriculum: Using creative dramatics to explore adolescent literature. *The ALAN Review* 24(3): 42-46.

002

**READING**

18. How does the reader know that the story is a dramatic monologue?

- A The narrator is the only speaker.
- B The story is about the narrator's love of acting.
- C The narrator has a vivid personality.
- D The story is based on the narrator's experiences.

L0002011

19. What is the main effect produced by the repetition of the phrase *Write something*?

- A It reminds the reader that the narrator is daydreaming.
- B It proves that the narrator has finished his homework.
- C It emphasizes the importance that writing has to an actor.
- D It makes the story easier for the reader to understand.

L0002004

20. Which statement BEST describes what happens in the story?

- A A teacher nurtures a talented writer.
- B A teacher gives students an impossible assignment.
- C A student avoids classwork by daydreaming.
- D A student gains confidence in his abilities by performing.

L0002002

21. What does the use of flashbacks accomplish in "Acting Up"?

- A makes the narrator seem dreamy and unrealistic
- B shows the reader what the narrator was like as a child
- C allows the narrator to list his achievements
- D gives the reader more insight into the narrator's character

L0002005

**Acting Up**

Item Number	Standard	Answer Key
18	RL* 10.3.1	A
19	RL 10.3.3	A
20	RL 10.3.5	D
21	RL 10.3.6	D

\* Reading: Literary Response and Analysis



**READING**

The following article explains how the brain functions. Read the article and answer questions 22 through 25.

# A Brain Divided

Human beings have only one stomach, one heart, and one brain . . . right? Not exactly. The cerebral cortex, the most advanced part of the brain, might be thought of as two structures, connected by a band of fibers called the corpus callosum. Each structure, or hemisphere, performs different tasks and is responsible for different functions.

The right side of the body is controlled by the left hemisphere of the cortex, and vice versa. Thus, the hand movements of right-handed people are controlled by the left hemisphere and those of left-handed people by the right hemisphere. Similarly, everything perceived on the right is processed by the left hemisphere. Whatever is received in one hemisphere is quickly transmitted to the other across the corpus callosum. Thus, we see a single visual world rather than two half-worlds.

The two hemispheres not only control opposite sides of the body, but also seem to differ in function. The left hemisphere is apparently responsible for language and logical thought. The right hemisphere seems to be concerned more with spatial relations, perception, and fantasy.

How do scientists know all this? In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed

through surgery. This operation, sometimes performed on patients with severe epilepsy, prevents seizures from traveling across both hemispheres. It also produces a split brain, with each hemisphere functioning more or less independently.

In the everyday world, people with split brains function with little difficulty. This is because full communication between the two parts of the brain is not necessary in most processes. For instance, split-brain subjects can see what a normal person does by moving their eyes so that both hemispheres perceive an image. In some situations, however, the effects of split-brain surgery can be quite dramatic.

In one experiment, researcher Roger Sperry (who won a Nobel Prize for his work) flashed the word “heart” across the center of a screen. The “he” was shown to the left part of the visual field, the “art” to the right. When asked to say what they had seen, the subjects answered, “art.” This is because speech is controlled by the left hemisphere, where the “art” was processed. However, when they were told to point with the left hand to one of the two cards—“he” or “art”—to identify what they had just seen, the subjects always chose the card with “he.” In this case, the right hemisphere—which controls the left side of the body—prevailed.

**READING**

It would be a mistake to assume that all language involves only the left hemisphere or that all spatial relations engage only the right. When a brain is damaged on one side, as in the case of a brain stroke, the other side frequently takes over and does its work. Neither hemisphere has exclusive control over any one task.

"A Brain Divided" from *Psychology: Its Principles and Application*, Eighth Edition, by T.L. Engle and Louis Snellgrove, copyright © 1984 by Harcourt, Inc. Reprinted by permission of the publisher.

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**22. Read this sentence from the selection.**

In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed through surgery.

**What is the meaning of *severed* in this sentence?**

- A healed
- B split
- C examined
- D stretched

L0011005

**23. Which of the following best illustrates the function of the corpus callosum?**

- A a satellite dish designed to receive directed signals
- B a fiber-optic cable used to connect telephone networks
- C a computer disk used to store condensed information
- D a spark plug designed to ignite the fuel in a combustion engine

L0011002

**24. The following are references for sources of information about the brain. In which of them would you be MOST likely to find information on split-brain research?**

- A Cerebellum: essential involvement in the classically conditioned eyelid response. D.A. McCormick and R.F. Thompson *Science* 223: 296-9 Ja 20 '99
- B The forecasting brain: how we see the future. D. Loye. *Il por Futurist* 18:63-5 F '99
- C Immunity: two sides of the brain. J.A. Miller. *Sci News* 126:357 D 8 '00
- D Rusty brains may need iron. *Prevention* 36:4 Ma '98

L0011008

**25. Which of the following BEST summarizes the information in the article?**

- A The brain, even when damaged, can recover if the other side takes over.
- B Though the right brain controls the left side of the body, it is also capable of dominating the left brain.
- C The brain consists of two hemispheres which, though connected, serve different purposes.
- D The effects of split-brain surgery can be dramatic, though not tragic.

L0011004

**A Brain Divided**

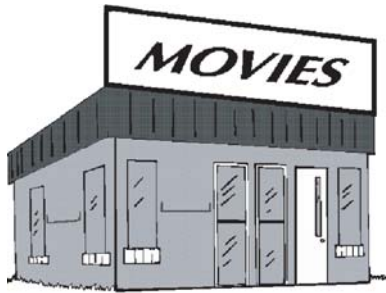
Item Number	Standard	Answer Key
22	RV* 10.1.1	B
23	RI** 10.2.5	B
24	RI 10.2.2	C
25	RI 10.2.4	C

\* Reading: Vocabulary

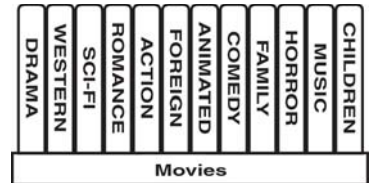
\*\* Reading: Informational Texts

## READING

The following is a selection from an employee manual explaining the job description of working at a video rental store. Read the article and answer questions 26 through 28.



### Main Street Movies Employee Manual: Organizing Videos



In order to help customers find what they want quickly and to keep track of inventory, it's important to keep the thousands of titles in the Main Street Movies store organized properly. This section of the *Employee Manual* will tell you how to organize videos so that customers will always be able to find them. It will also help you familiarize yourself with the store layout, so that you can help a customer find a particular film or a particular genre of film.

Each Main Street Movies store has three main sections:

1. New Releases Wall
2. Film Library
3. Video Games

**New Releases Wall.** Almost 70 percent of movie rentals are new releases, and that is the first place that most customers go when they enter the store. The center

section of shelves on this wall holds **Hottest Hits**.

When new titles come into the store (about 40 per month), place them on this wall in alphabetical order.

After 30 days, move the Hottest Hits titles to the shelves on either side, again in alphabetical order. The shelves flanking Hottest Hits are called **Recent Releases**. Titles stay on the Recent Releases shelves eight to ten months before being moved to Film Library shelves. The New Releases Wall, including the Hottest Hits and Recent Releases shelves, holds about 350 titles.

**Film Library.** The thousands of titles in the Film Library are organized into categories (genres). The films within each category are displayed alphabetically. Here are the categories and their two-letter computer codes:

**READING**

AC	Action	FA	Family	SC	Science Fiction
CH	Children	FL	Foreign Language*	SI	Special Interest
CL	Classics	FO	Foreign	WE	Western
CO	Comedy	HO	Horror		
DR	Drama	MU	Music		

\*Foreign Language titles include films that were originally made in a foreign language, films that have been dubbed into a foreign language, and films with foreign language subtitles. A sticker on the back of each box specifies which type of film it is.

Special Interest includes these sub-categories:

AN	Animation	IN	Instruction	SP	Sports
DO	Documentaries	RE	Religion	TR	Travel
EX	Exercise				

**Video Games.** Main Street Movies carries games for Super Nintendo, Sony Play Station, and Nintendo 64 game systems. Games for all three systems are arranged together, in alphabetical order.

Although video games represent only a small percentage of our inventory, they are shoplifted more often than any other type of merchandise in our store. Therefore, video games are *never* displayed on the shelves. Shelves in the Video Game section of Main

Street Movies hold cardboard plaques with pictures and information about each game. When a customer wants to rent a particular game, he or she will bring you the plaque. You then retrieve the game from the locked case behind the counter, rent it to the customer, and file the cardboard plaque in the “Video Game Rentals” box. When the game is returned, put the plaque back on the appropriate shelf so that it is available for another customer.

077

**26. What is the order in which new movies are moved through the store?**

- A from Hottest Hits to Film Library to Recent Releases
- B from Film Library to Hottest Hits to Recent Releases
- C from Hottest Hits to Recent Releases to Film Library
- D from Recent Releases to Film Library to Hottest Hits

**27. Which of the following is NOT a subcategory of Special Interest?**

- A animation
- B exercise
- C religion
- D western

L0077002

**READING**

28. A customer wants to know if a Foreign Language video has subtitles. Based upon the manual, what is the best way to find this information?
- A Look at the back of the box.
  - B Check the computer.
  - C Ask an employee.
  - D Watch a few minutes of the film.

L0077004

**Main Street Movies**

Item Number	Standard	Answer Key
26	RI* 10.2.1	C
27	RI 10.2.1	D
28	RI 10.2.1	A

\* Reading: Informational Texts

**READING**

The following story is about the author's love for "going home." Read the story and answer questions 29 through 31.

## Going Home

Some days, I go to school, and on the way to school, I think that there is nowhere else in the world I would rather be. No matter what time of year it is, I walk through the neighborhoods, and every morning, I see the same people I always see: the tiny old lady walking what may be the tiniest dog in the world, the man at the newsstand with the walrus mustache, the skipping twins on their way to the bus stop. I don't know any of their names or where they live, or what their favorite foods are, or what they think about anything, but these are people I've known forever. In a strange way, I think of them as my friends. Every day, I smile at them, and they smile at me. The man at the newsstand says "Buenos días" in his deep voice and will sometimes comment on the weather in Spanish because years and years ago I told him that my parents spoke Spanish too, and he told me I needed to learn. When it rains, the old lady with the dog always scolds me and tells me I should carry an umbrella.

And school—it's the same. What I like best is the routine: homeroom, English, biology, physical education, lunch, math, and social studies, then soccer practice after school. I see the same people at school every day, sit next to the same people in my classes, eat lunch with my same friends. I have friends I have known as long as I can remember. It's as comfortable as being at home.

My parents moved into our house before I was born. I know everything there is to know about our street. The oak tree in the yard has a tree house that my father built when I was six. The sidewalk is cracked in front of our

neighbors' house from the big earthquake; we use the uneven pavement as a skate ramp. If you run past the tall fence in front of the big white house on the corner, you can see through the fence as if it didn't exist.

At breakfast my parents give each other a look, and I know something is going to happen. Before they can say anything, I want to know what it is all about.

"Nothing bad," my father says.

I look at my mother, and she gives me a smile of reassurance and pats my shoulder. "You should be happy, Carlos. This is only good news." What I see on their faces is worry.

"We're going to move," my father says.

Today on my way to school I look at everything as if seeing it for the first time. The tiny old lady waves at me; her tiny dog wags its tail and gives a tiny bark. The man at the newsstand greets me. The skipping twins almost run me off the sidewalk, but they veer in the other direction and race off to the bus stop. I feel like a different person, a stranger, someone who really might be seeing these people for the first time. No longer are they the familiar landmarks of my daily trek to school. After I move with my family, I might never see them again, and I am filled with an indefinable feeling. I don't know if it's loneliness or grief.

**READING**

For the first time ever, my school day is not comfortable. All day long, I feel constricted and restrained, the way you feel when it's winter and you're wearing layers of sweaters under your jacket, and everything feels too tight and you can't move. My English teacher's voice sounds high-pitched and scratchy; my friends say the same things they always do, but today it seems boring; my lunch tastes like chalk; and my pitches in P.E. class go wild, as if they have a mind of their own. In social studies, the teacher lectures from the chapter we read the night before, so it's like knowing how the movie ends before you sit down in the theater. Going home from this day is a relief—until I remember that we're moving.

I try to imagine living somewhere else, but all I can see is a blank space, a question mark, an empty page. All I know is my life. All I know is where I live, where I go, what I do here. I have been other places—I have visited my grandparents in Texas and my cousins in Mexico, and once we took a trip to New York. You can visit anywhere, but until you walk the same route to school every day for years, what do you know? You can know about the average rainfall and the geographical landmarks, but where is the best place to get a milkshake?

My mother comes up to my room and tells me that my father has gotten a promotion. That's why we are moving. "Don't you want to know where we're going?" she asks.

"Not really," I say. She tells me anyway. I pretend not to listen.

Every day, my parents tell me something about the town that will become our new home. There is a bronze statue honoring World War II veterans in the park downtown. In the summer, there are rodeos at the county fair. There is an annual strawberry festival. The mayor used to be a pro football player. There are oak trees in our new neighborhood, just like the one in our yard.

Images of oak trees and rodeo clowns and strawberries and statues begin to fill in the blank space in my mind. I start wondering what it might be like to live in this town where the mayor presides at all the high school football games, and the strawberries are supposed to be the best in the world.

On the day before we move, I walk in the same direction as I would if I were going to school. When I see the tiny old lady, I tell her good-bye, and she tells me to carry an umbrella when it rains. Her tiny dog holds out a tiny paw to shake my hand. The man at the newsstand shakes my hand, too. The twins wave as they board the bus. I go home, walking slowly through streets lined with oak trees.

A huge truck is parked in front of our house. The movers are carrying boxes while my parents are loading suitcases into our car. Soon our house will be empty. But not for long; I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world, a place where, if you're lucky, you might see the same people every day of your life.



**READING**

**29. Why does the narrator take a walk on the day before the family moves?**

- A** to take one last look at everything familiar
- B** to visit the statue in the middle of town
- C** to see if the same people are still in the same places
- D** to be away from home when the movers come

L0030003

**30. Read this sentence from the selection.**

... I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world ...

**What makes the preceding statement ironic?**

- A** the fact that, like the narrator, other children are worried about moving
- B** the fact that, like the people in the narrator's neighborhood, most people enjoy their homes
- C** the fact that, like the narrator's father, parents often get promotions
- D** the fact that, like the narrator's home, every house has its stories

L0030008

**31. What does the author emphasize by having the narrator see the same people three different times in the story?**

- A** that the narrator feels at home in this town because nothing ever changes
- B** that the narrator's life is repetitive and boring because nothing ever changes
- C** that the new town the family is moving to will have similar people to meet
- D** that the new children who move to the narrator's house will become comfortable in it

L0030007

**Going Home**

Item Number	Standard	Answer Key
29	RL* 10.3.4	A
30	RL 10.3.8	A
31	RL 10.3.10	A

\* Reading: Literary Response and Analysis

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blank on purpose.

Please go on to the next page.

## READING

The following story is about a character who discovers a book of quotations in the library. Read the story and answer questions 32 through 34.



### A Word in the Hand

It might have been destiny that left Marco waiting in the library for his sister. Whatever it was, Marco waited impatiently, tapping his fingers on the table until a librarian gave him a warning glance. He tapped his foot until the librarian sent another cautionary glance his way. Marco stood up, stretched, yawned, and viewed the stacks of books, the shelves of books, the books in every direction, books as far as the eye could see. He picked one randomly off the shelf: *Everyday Quotations and Proverbs*. Marco thumbed through the pages, a little bored. To be honest, Marco wasn't much of a reader. He didn't mind reading, but it just wasn't his favorite thing to do.

A line caught his eye. It was a quotation he had heard before, a million times at least, something his mom said to him all the time. This quotation was from the sixteenth century, was over 400 years old, and was still kicking around today. Marco read on. The more he read, the more he found that sounded familiar. He moved a stack of magazines off a chair and sat down, still reading. He found a saying to fit every situation and every occasion. There were proverbs that offered instruction on everything, from loaning money to

friends (not a good idea, according to the wisdom of the ages) to making excuses. Marco kept reading.

When his sister finally showed up, Marco didn't even notice. Alicia practically had to shout to get him to look up. Then she was the one who had to wait, somewhat impatiently, while Marco applied for and received a library card so he could check out the book and take it home.

"Come on," said Alicia. "Hurry up. Mom said to make sure we got home in time for dinner."

"Haste makes waste," said Marco calmly as he got into the car and put the key in the ignition.

"What's wrong with you?" Alicia wanted to know.

Marco pointed to the book that lay on the console between them. "Knowledge is power."

"You're crazy," she said.

"Birds of a feather flock together."

**READING**

“Whatever. All I know is that if we’re late for dinner, Mom’s going to be mad.”

“A soft answer turns away wrath.”

Alicia’s only response was to gape at Marco, her mouth slightly open.

Marco himself was surprised by the proverbs popping out of his mouth. The sayings had taken on a life of their own.

At dinner, Marco declined a serving of green beans.

“Marco, you need to eat some vegetables,” said his mother.

“Waste not, want not,” Marco replied.

When Marco’s mother asked him what was new, Marco shrugged and said that there was nothing new under the sun. When Marco’s father said that he had hired a new assistant, Marco nodded in approval and said that a new broom swept clean and that two heads were better than one. When his mother said that she had gotten stuck in the development phase of a new project, Marco said sympathetically, “Back to the drawing board.” As an afterthought, he cautioned that if she wanted anything done right, she would have to do it herself. Alicia mentioned that she had snagged her favorite sweater on the sharp corner of a desk. Marco told her there was no use in crying over spilt milk. Alicia looked at him as if

she had never seen him before. “Be quiet, please.” Her tone was anything but polite.

“It takes two to make a quarrel,” Marco instructed her.

“I guess it only takes one to act like an idiot,” his sister replied. “Stop it!”

“Familiarity breeds contempt,” said Marco sadly. “Let’s forgive and forget.”

“Marco,” his father said sternly, “discretion is the better part of valor.”

“That’s right,” said his mother in her strictest voice.

“Besides, this is all Greek to me!”

Both of his parents started laughing.

“Laughter is the best medicine,” said Marco.

“Oh, well,” said Alicia, relenting. “Better to be happy than wise.”

“Good one,” said Marco, surprised.

Alicia smiled. “If you can’t beat them, join them.”

**READING**

32. Read this sentence from the selection.

“Familiarity breeds contempt.”

What does the word *contempt* mean in this sentence from the story?

- A alarm
- B dislike
- C emotion
- D confusion

L0042001

33. What does Marco mean when he says to his sister, “Birds of a feather flock together”?

- A If he is crazy, then she must be crazy, too.
- B She must set a good example for him.
- C She, not he, is the crazy one.
- D If she plans to stay out of trouble, they must unite.

L0042007

34. How does Marco’s family react to his use of proverbs?

- A His parents are surprised; his sister is upset.
- B His parents are irritated; his sister is impressed.
- C His parents are entertained; his sister is annoyed.
- D His parents are disturbed; his sister is encouraging.

L0042004

**A Word in the Hand**

Item Number	Standard	Answer Key
32	RV* 10.1.1	B
33	RV 10.1.1	A
34	RL** 10.3.3	C

\* Reading: Vocabulary

\*\* Reading: Literary Response and Analysis

**READING**

The following articles discuss the opposite viewpoints of using vitamin supplements. Read both articles and answer questions 35 through 39.

## Pro and Con on Vitamin Supplements

### Pro: The Key to a Long and Healthy Life



No medical breakthrough means so much, to so many people, as the discovery of the role of nutrition in human health and longevity. Numerous scientific studies have shown that specific nutrients hold the key to a strong heart and cardiovascular system, a healthy immune system, a normal nervous system, and more. They can help prevent cancer, loss of memory and vision, physical and mental defects in newborns, and degeneration of health in seniors. Vitamins and minerals are essential to the healthy function of every system within our bodies; without them we would not have the energy to perform even the simplest daily task. Perhaps the most important part of any healthy diet, therefore, is a nutritional supplement. The simple “vitamin”—a comprehensive formula of high-quality, high-potency vitamins and minerals—is a sure source of nutrition that

can lead to better health, a longer life, and a better quality of life for years to come.

Those who recommend against a daily supplement, relying on a balanced diet instead, are unrealistic and uninformed. Few people consume the right amounts or types of foods to meet the recommended daily intake of vitamins and minerals. To get a full day’s supply of calcium, for example, you’d have to consume 1 cup of milk, PLUS 1 cup of chopped broccoli, PLUS one cup of navy beans, PLUS one cup of plain yogurt, PLUS four ounces of canned pink salmon.

The U.S. Department of Agriculture’s (USDA’s) Food Guide Pyramid recommends eating 2-3 servings each of meats and dairy products, 2-4 servings of fruits, 3-5 servings of vegetables, and 6-11 servings of breads, cereals, rice, and other grains every day. Most people don’t meet those guidelines. Some groups in particular, such as senior citizens, find it hard to squeeze that many servings into their daily diets. In a special food guide pyramid modified to address the needs of older Americans, the Tufts University USDA Human Nutrition Research Center specifically recommends supplements of calcium, vitamin D, and vitamin B12—

**READING**

vitamins many older adults find difficult to get in adequate amounts from food alone.

Even people who get the recommended number of servings may not get the nutrition they expect. In this world of fast and processed food, little nutritive value is left in the food we eat. On top of that, many essential nutrients, such as vitamin C and the energy-producing B vitamins, are water-soluble. Because they are not stored in the body, adequate amounts must be consumed every single day. A supplement is like nutritional insurance. It fills the nutritional gap between the foods you eat and the amount you need. But even if you could meet the recommended daily values for every nutrient every day,

would that be enough for vibrant good health? Probably not. Scientific studies show that some vitamins and minerals can fight the aging process and strengthen your immune system—but only at levels far higher than the recommended daily value. Only through supplementation can you regularly and reliably get the high potencies needed for optimal good health.

Today, good nutrition is as close as the grocery store shelf. Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

078

**Con: Danger in Disguise**

Today, we know that the role of vitamins and minerals goes well beyond the prevention of deficiency diseases, such as scurvy, to actually preventing cancer and heart disease, the most fearsome and ferocious killers of our time. With this knowledge has come the widespread call for nutritional supplementation—and a confusing array

of vitamin, mineral, and herbal supplements lining the supermarket shelves.

Far from contributing to better health, however, nutritional supplements threaten to turn a scientific breakthrough into a nutritional disaster.

Promoters of vitamins and minerals—especially the antioxidant vitamins A, C, and E—would have consumers believe that the little vitamin pill in the bottle is all they need for good health. Take your vitamins in the morning, and you're covered. It's okay to eat fast food for the rest of the day or skip meals to achieve today's fashionably skinny look. But vitamins and minerals are only one part of the nutritional puzzle. A diet rich in fiber and balanced in carbohydrates and



**READING**

protein is essential for good health. You can't get these things from a nutritional supplement. The focus on vitamin and mineral supplements may actually be robbing us of the full nutrition we seek.

And no supplement can compare to the quality of nutrition found in natural sources. For example, our bodies convert carotenes from plant foods into vitamin A. Many supplements contain a single carotene, beta-carotene. Natural sources are rich in many different carotenes, many of which are much more potent antioxidants than beta-carotene. Many supplements contain a synthetic form of vitamin E, when natural vitamin E is more readily absorbed and used by the body. And science is still discovering the wealth of nutrients in foods, including oligomeric proanthocyanidins (OPCs) found in grapes. These antioxidants are up to 50 times more powerful than vitamin E and are efficiently used by the body.

You'd be hard-pressed to find a supplement as nutritionally comprehensive and potent as a balanced diet. Even if you could, you'd pay much more than if you got the same nutritional value from natural sources.

But perhaps the greatest danger presented by nutritional supplements comes from the very real risks presented by self-medication. Anyone can walk into the market and buy as many different supplements as desired. The reported benefits of high dosages of certain nutrients have led some people to believe that the more the better. Many take several vitamin and mineral supplements

without regard to total intake or possible interactions.

High-dose supplements of vitamin A can cause toxicity, leading to bone fractures, joint pain, liver failure, and other significant symptoms. Excess vitamin D can result in kidney damage. Too much vitamin K can interfere with anti-clotting medications. Because these fat-soluble vitamins can be stored in the body, where excess amounts can build up to dangerous levels, experts recommend supplementation only with a doctor's supervision.

Surprising new research suggests that vitamin C pills may speed up hardening of the arteries, the underlying cause of heart attacks and strokes. Researchers said their findings support the recommendations of health organizations, which urge people to avoid high doses of supplements and to get their nutrients from food instead.

As appealing as they're made to sound, nutritional supplements are danger in disguise. If you're looking for good health, don't look on the supplement shelves of your supermarket. Look in the produce section instead.

078

**READING**

35. Read this sentence from the first article.

A supplement is like nutritional insurance.

**What does the author mean by comparing the use of supplements to insurance?**

- A Like nutritional supplements, insurance is necessary in order to maintain good health.
- B Having insurance and using supplements will keep bad health away.
- C Both insurance and vitamins are important in curing health problems.
- D Like insurance, the nutritional value of supplements will be available when you need it.

L0078005

36. Read this sentence from the first article.

Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

**What does the sentence mean?**

- A Helping others means encouraging them to take vitamins and minerals.
- B A large helping of vitamins and minerals is necessary for good health.
- C Taking vitamins and minerals is one way that people may help themselves.
- D Taking vitamins and minerals regularly will have a positive effect on a person's health.

L0078002

37. Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to—

- A eat fruits and vegetables.
- B begin an exercise program.
- C skip meals when necessary.
- D limit the intake of protein.

L0078010 29

38. What information supports the idea that vitamin supplements are potentially dangerous?

- A Supplements are usually available in powder, tablet, and liquid form.
- B People might accidentally take supplements that interfere with medications.
- C Supplements may play a large role in disease prevention.
- D People tend to be too cautious when using supplements.

L0078009

39. Based on the second article, which of these statements is true?

- A Vitamin supplements provide adequate carotenes for the human body.
- B A mineral supplement may be as full of nutrients as a balanced diet.
- C Vitamin supplements are less valuable than eating a variety of healthy foods.
- D A surplus of vitamin supplements can be beneficial to some people.

L0078008

**Pro and Con on Vitamin Supplements**

Item Number	Standard	Answer Key
35	RI* 10.2.8	D
36	RV** 10.1.1	D
37	RI 10.2.8	A
38	RI 10.2.8	B
39	RI 10.2.8	C

\* Reading: Informational Texts

\*\* Reading: Vocabulary

**READING**

Read the following poem and answer questions 40 through 43.

***I've Watched . . .***

I've watched the white clouds pantomime  
The inner workings of my mind,  
Where thought and feeling paint a scene  
As if the blue sky were a dream.



5 I've watched the snow-bogged trees bend down  
And shake their coats upon the ground  
In order that they may reclaim  
A straighter truth from whence they came.

I've watched the congress of the geese  
10 Assemble in a perfect V  
In order that they may keep sight  
Of one another's path of flight.

I've watched the flood tide turn its head  
And slack before the coming ebb  
15 Without want or predilection  
Waiting for the moon's direction.

I've watched the ocean lashed by wind,  
Make a fool of the fishermen,  
Who thought their knowledge of the sea  
20 Ensured them some security.

But all this watching, knows not much,  
For what are wind and sea and such,  
The V of geese, the bent-down tree,  
If nothing more than mystery?

**READING**

40. Which phrase BEST represents the organization of the poem?
- A 5 stanzas about nature and 1 about people
  - B 5 stanzas of observation and 1 of conclusion
  - C 1 stanza of introduction and 5 of explanation
  - D 1 stanza about poetry and 5 about nature

L104A007

I've watched the ocean lashed by wind,

41. In this line from the poem, the word *lashed* suggests that the ocean is being—
- A soothed.
  - B troubled.
  - C sailed.
  - D whipped.

L104A005

42. According to lines 17 – 20, the fishermen's knowledge of the sea—
- A reflects their love of natural elements.
  - B helps them navigate more effectively.
  - C is greater than their knowledge of the weather.
  - D does not guarantee them safety.

L104A009

- 43 What is the theme of the poem?

- A Clouds can be a reflection of our thoughts.
- B Geese assemble in the shape of a V to navigate properly.
- C Nature remains a mystery, regardless of our observations.
- D Trees often bend beneath the weight of the snow.

L104A002

**I've Watched...**

Item Number	Standard	Answer Key
40	RL* 10.3.10	B
41	RV** 10.1.1	D
42	RL 10.3.3	D
43	RL 10.3.5	C

\* Reading: Literary Response and Analysis

\*\* Reading: Vocabulary

**READING**

The following story describes a young boy's heroic actions to help his injured brother. Read the story and answer questions 44 through 46 and Writing Task 1.



## Hiking Trip

"I never wanted to come on this stupid old hiking trip anyway!" His voice echoed, shrill and panicked, across the narrow canyon. His father stopped, chest heaving with the effort of the climb, and turned to look at the boy.

"This is hard on you, son, I know. But you've got to come through with courage and a level head."

"But I'm scared! I don't even want to have courage!" he retorted. He jerked his head the other way and wiped his eyes across his arm.

"If not courage, fine," his father replied sternly. "Then have enough love for your brother to think this through!" He pulled a bandana from his back pocket and tied it around his neck. Then he gently placed his hand on the boy's shoulder and continued, more softly this time. "Now, I don't know if I can make it without stopping every so often. And we just don't have the time to stop. You're young, but you're strong and fast. Do you remember the way back from here to the road, if you had to go alone?"

Jeff flashed back to the agonizing scene of his seventeen-year-old brother at their campsite that morning. He'd been bitten by a snake yesterday during a rough hike through very rocky terrain. By the time they returned to their tents, he was limping badly. Then this morning he couldn't put on his boots, and the pain seemed to be getting worse. He needed medical attention right away, so leaving him there was their only choice.

"Jeffrey? Jeffrey, could you do it? Could you make it to the road without me if you had to?"

Jeff blinked and looked past his father's eyes to the end of the canyon, several miles away. He nodded slowly as the path and the plan began to take hold in his mind.

"What was the name of that little town we stopped in to get matches, Dad?"

His father smiled and replied, "Flint. After we left Flint, we parked at the side of the road a few miles out of town. When you see which way our car is facing, you'll know that the town is back the other direction." Jeff

**READING**

thought about this and then nodded. They both drank water and then continued scrambling over the rocks.

Nothing was as pretty as it had seemed when they first hiked this way to their campsite. Before, the boulders and rocks had been an interesting challenge. Now, they were obstacles that threatened their footing and their velocity. Overhanging limbs had earlier been natural curiosities in the cliffs. But now they were nature's weapons, slapping and scratching the boy and the man who crashed by and pushed through as quickly as they could.

Stone by stone, they made their way up the canyon. Jeff's father grew smaller and smaller in the distance. "He must be stopping a lot," Jeff thought. He waved to him from a bend in the canyon wall. His father waved back. Jeff turned and made the final ascent up an easier slope toward the road and spotted his father's car. He lurched toward it, half stumbling, and leaned on the hood, breathless.

"Can't stop," he thought. "Mark's in big trouble. Gotta keep going." The fast, loud thudding in his ears was deafening, and as he pulled himself upright, he was surprised as a car sped by, heading toward Flint. "Hey, mister!" he shouted, waving both arms. He began to walk, faster and faster until he was jogging. Then he quickly crossed the highway and broke into a full-speed run, holding his left arm straight out, his thumb up.

His chest was burning with every breath when he

suddenly heard several loud honks from behind. He turned as the brakes squealed and saw "Bob's Towing & Repair, Flint" right behind him. "Jump in, boy! What's up?" Jeff explained between gasps as the truck picked up speed. The driver reached for his two-way radio as soon as he heard about Mark. "Better get the helicopter in there," he seemed to be shouting into his hand. But Jeff wasn't sure about that because everything got fuzzy and then went black and quiet.

Hours later, Jeff opened his eyes to find strange surroundings and his father on a chair nearby.

"You're a hero, son," his father said with a smile. "You saved Mark."

"What happened?" Jeff asked through a wide yawn.

"Where are we?"

"This is a motel room in Flint. You made it into town and sent the helicopter into the canyon after Mark. I can't tell you how happy I was when I saw it overhead. I'm so proud of you!"

Jeff sat up suddenly. "Where's Mark? Is he OK?"

"They airlifted him out and got him to the hospital. His leg's still in bad shape, but he's going to be just fine in a couple of days. Thanks to you, son."

Jeff's worried face relaxed as his father spoke. "How about you, Dad? How did you get out?"

**READING**

“Well, I finally hiked myself out of that canyon and to the road. I won’t be going back there any time soon. That’s for sure. Anyway, I couldn’t see the car, and as I headed for Flint I got lucky and was able to hitch a ride from a fellow named Bob in a tow truck.”

Jeff laughed out loud. “I guess Bob makes a good living going up and down that road. I hope you gave him a good tip, Dad!”

157

**44. This story is an example of which of the following genres of writing?**

- A** a narrative short story
- B** an informational text
- C** a persuasive essay
- D** a biographical essay

L0157003

**45. Which of the following sentences BEST explains Jeff’s biggest problem in the story?**

- A** He needed to face his fear of losing his father’s respect.
- B** He needed to find someone to take him to the town of Flint.
- C** He needed to climb the rock-covered hill to get to the top.
- D** He needed to face his fear in order to help his brother.

L0157006

**46. What kind of person is Jeff’s father in the story?**

- A** understanding and motivating
- B** aggressive and annoying
- C** humorous and entertaining
- D** impatient and anxious

L0157005






**Hiking Trip**

Item Number	Standard	Answer Key
44	RL* 10.3.10	A
45	RL 10.3.10	D
46	RL 10.3.4	A



## WRITING

### REMINDER

-  Write your response to the writing prompt below.
-  You may give your writing a title if you would like, but it is not necessary.
-  You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
-  You may either print or write in cursive.
-  Write clearly! Any erasures or strike-throughs should be as clean as possible.

### Writing Task 1:

In the story “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialog presented in the story.

Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

#### Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Carefully read the reading passage and the description of the task.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author’s purpose.
- ☐ Use precise language that is appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

L0157007

*NOTE:* Please turn to page 50 of this booklet to find a sample student essay for this writing task at each of the four score points, with commentary and rationale for the given score. The student responses have been typed with the students’ own content, grammar, spelling, capitalization, and spelling. The CAHSEE Response to Literature Scoring Guide for this writing task may be found on page 54.

## **Writing Strategies**

To demonstrate achievement in this CAHSEE strand, students must understand how coherence and sound organizational structure is achieved in expository writing. Students must also be able to recognize ways to revise text to improve coherence and structure. Test questions in this strand will require students to identify ways to organize text, the best sequence of ideas in a text, appropriate ways to begin paragraphs or essays, and appropriate ways to end paragraphs or essays. In addition, students should understand the importance of evidence to the development of ideas and assertions. Test questions in this strand require students to identify content that does or does not support main ideas or topic sentences or assertions that are or are not supported by evidence. The CAHSEE questions that focus on revision are based on essays and reports that represent rough drafts of typical student writing.

Students must also recognize the appropriate use of language in written text. Test questions in the Writing Strategies strand require students to identify the best way to express an idea, ways to create interest and variety, the appropriate placement and use of modifiers, and the use of active rather than passive voice. In addition, questions require students to recognize the precise use of words, the best way to revise an ungrammatical or awkwardly written phrase or sentence, and appropriate ways to address the purpose, audience, and formality requirements of a specific writing task. The questions that focus on language use and revision of phrases and sentences are based on essays and reports that represent student rough drafts.

CAHSEE test questions in this strand also focus on research skills. Students are asked to identify sources of additional information for a topic, to recognize the characteristics of various research sources, and to evaluate the usefulness of sources for a specific task. Sources with which students should be familiar include almanacs, news sources, speeches, journals, technical documents, and the Internet. Other test questions focusing on research require students to recognize appropriate uses of the conventions for inserting citations into research papers.

## **Writing Conventions**

The California content standards at every grade level emphasize the importance of the conventions of standard written English, and test questions on the CAHSEE reflect this emphasis. There are three main areas of focus within this strand: sentence structure, punctuation, and grammar and usage.

By the tenth grade, students should have developed an understanding of the basic aspects of appropriate sentence structure in English, including the use of main and subordinate clauses to show the relationship among ideas, the use of parallel structure in phrases and clauses, and the proper placement of modifiers. These aspects of sentence structure are an important focus for test questions in the Writing Conventions strand.

Students should also be able to demonstrate the ability to follow the conventions of standard English for punctuation, including the use of quotation marks, commas, underlining and italics, semicolons, colons, ellipses, and hyphens. CAHSEE test questions assess students' mastery of these conventions by using examples representing typical student writing.

The CAHSEE test questions that address grammar and usage focus primarily on common student errors in noun, pronoun, and verb use. Questions require students to recognize correct agreement between subjects and verbs, correct agreement between pronouns and their antecedents, and appropriate use of nouns and pronouns. Questions also focus on the use of correct pronouns as the objects of prepositions.

The following test questions focus on either the Writing Strategies or the Writing Conventions strand.

**WRITING**

The following is a rough draft of an article explaining how to write an essay. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the article and answer questions 47 and 48.

## Essay Writing

(1) To begin an essay, a student should have some knowledge of the topic or be willing to search out information. (2) Then one must focus clearly on the prompt, addressing all its major points, and making sure that the central purpose is evident throughout the entire essay. (3) Interesting and convincing examples with lots of specific details are always helpful. (4) The details must show some kind of clear arrangement—chronological, spatial, or order-of-importance. (5) A student writer will also want to revise a first draft so that any errors in grammar and mechanics can be got rid of. (6) Steps can be taken to edit essays. (7) Relying solely on “SpellCheck” can be risky; (8) it does not catch the common errors that students make, such as confusing “your” and “you’re.” (9) If students meet all these requirements, then they will have written very effectively.

198

**WRITING**

47. Which of the following sentences, if inserted before sentence 1, would make the **MOST** effective opening sentence?
- A Writing an essay is easy if one uses a computer.
  - B Good essays are always written in black pen.
  - C Any student can write a successful essay.
  - D Teachers sometimes assign difficult essays.

L0198001

48. Which is the **MOST** effective substitution for the underlined part of sentence 5?
- A and ridding of errors in grammar and mechanics.
  - B to get rid of errors in grammar and mechanics.
  - C and getting rid of errors in grammar and mechanics.
  - D Leave as is.

L0198004

**Essay Writing**

Item Number	Standard	Answer Key
47	WS* 10.1.1	C
48	WS 10.1.9	B

\* Writing Strategies

**WRITING**

The following is a rough draft of an essay that discusses the legend of the Abominable Snowman. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 49 through 52.

## The Abominable Snowman

(1) The Abominable Snowman is a hairy, apelike thing that is said to live in the Himalayan Mountains of Nepal. (2) Natives of this region have believed in the existence of this beast for many centuries. (3) However, since no one has ever found a Yeti (the Nepalese name for the Abominable Snowman), doubts still remain.

(4) Some people who believe in the Yeti point to the discovery of peculiar footprints found above the snowline of the Himalayas. (5) There were footprints left by animals, and some people think that they were very much like human footprints but that they must have been made by animals which were much heavier and larger than humans. (6) Scientists who have studied the footprints, however, agree that they were most likely left by bears. (7) "Bears are quite capable of walking on their two hind legs," says zoologist Hans Miller. (8) "This also explains many supposed Yeti sightings. (9) At a distance, a bear walking in such a way could easily appear to be a creature of human form. (10) In fact, three of the five Yeti sightings last year were determined to be bears. (11) The others remain unexplained." (12) Nonetheless, many people remain convinced that the Yeti is real. (13) "There has to," says Raju, a mountain guide, "be something out there. (14) There have been too many sightings for this all to be the product of overactive imaginations." (15) And, yet, it seems that the world will not be convinced of the existence of the Yeti until it is confirmed by hard evidence, a live specimen, or at least a skeleton. (16) For now, it appears that the Yeti will continue to inhabit the shadowy region between legend and reality.

176

**WRITING**

49. Which of the following words is the BEST way to express the meaning of the word *thing* in sentence 1?

- A object
- B item
- C creature
- D article

L0176001

50. Which of the following ideas is supported by details or evidence in the essay?

- A The world will never believe in the existence of the Yeti.
- B Yeti sightings cannot be explained by overactive imaginations.
- C A bear walking on its hind legs can appear to be a Yeti.
- D All mountain guides believe in the Yeti.

L0176002

51. What is the BEST way to write sentence 13?

- A “There has to be something out there,” says Raju, a mountain guide.
- B “There has to be something out there, says Raju, a mountain guide.”
- C “There has to, says Raju, a mountain guide, be something out there.”
- D Leave as is.

L0176004

52. Based on the essay, which of the following would be the BEST source of information to demonstrate that the Yeti most likely does NOT exist?

- A a book of Nepalese legends which contains stories about the Yeti
- B a documentary about the Yeti containing interviews with Yeti believers
- C a poster which has pictures of all known Himalayan mammals
- D a magazine article which demonstrates the falsehood of all supposed Yeti sightings

L0176003

**Abominable Snowman**

Item Number	Standard	Answer Key
49	WS* 10.1.2	C
50	WS 10.1.4	C
51	WS 10.1.6	A
52	WS 10.1.5	D

\* Writing Strategies



**WRITING**

For questions 53 through 57, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

53. When our parents celebrate their silver wedding anniversary later this year, they were married for twenty-five years.

A they will have been married for twenty-five years.  
 B they have been married for twenty-five years.  
 C they would have been married for twenty-five years.  
 D Leave as is.

L00SA039

54. Akia told us about her safari across the plains of East Africa in our geography class.

A In our geography class, Akia told us about her safari across the plains of East Africa.  
 B Akia told us about her safari in our geography class across the plains of East Africa.  
 C In our geography class Akia told about her safari across the plains of East Africa to us.  
 D Leave as is.

L00SA134

55. If Mark will have made fewer errors, he will have passed his driving test.

A If Mark would have made fewer errors, he would have passed his driving test.  
 B If Mark had made fewer errors, he would have passed his driving test.  
 C If Mark would of made fewer errors, he would have passed his driving test.  
 D Leave as is.

L00SA037

56. “Why should I wear a sweater?” grumbled the boy as his mother reminded him again of the cold weather.

A ‘Why should I wear a sweater’?  
 B “Why should I wear a sweater”  
 C “Why should I wear a sweater”?  
 D Leave as is.

L00SA201

57. The Alaskan rivers are clear and sparkling in summer however, they are frozen in winter.

A in summer, however they are frozen in winter.  
 B in summer; however, they are frozen in winter.  
 C summer: however they are frozen in winter.  
 D Leave as is.

L00SA043

**WRITING**

For questions 58 through 60 choose the word or phrase that best completes the sentence.

58. The musician played Wendy's favorite waltz for her husband and \_\_\_\_\_.

A I  
B he  
C she  
D her

L00SA076

59. \_\_\_\_\_ going to be late if they don't hurry.

A They're  
B Their  
C There  
D They'll

L00SA078

60. When she \_\_\_\_\_ the award, she blushed and quickly returned to her seat.

A excepted  
B accepts  
C accepted  
D excepts

L00SA016

Item Number	Standard	Answer Key
53	WC* 10.1.2	A
54	WC 10.1.2	A
55	WC 10.1.2	B
56	WC 10.1.1	D
57	WC 10.1.1	B
58	WC 10.1.3	D
59	WC 10.1.3	A
60	WC 10.1.3	C

\* Writing Conventions

## Writing Applications

To demonstrate achievement in this CAHSEE strand, students must successfully respond to two on-demand writing tasks. The first task is a response to a reading passage, either literary or informational. Students are asked to analyze the passage and write a text-based response. The CAHSEE 4-point Response to Literary/Expository Text Scoring Guide, which is based on the Writing Applications content standards, is used to score passage-based questions. This guide is reprinted in the CAHSEE Teacher Guide for English language arts.






The second writing task on the CAHSEE is a response to a writing prompt. Students are asked to write a response based on their own knowledge and viewpoints about a given topic. The CAHSEE 4-point Response to Writing Prompt Scoring Guide, which is based on the Writing Applications content standards, is used to score these questions. This guide is reprinted in the CAHSEE Teacher Guide for English language arts.

All student essays written for the CAHSEE are scored by two trained scorers who use the scoring guide to assign a score of 1, 2, 3, or 4. If the two scorers give different but adjacent scores (e.g., a 3 and a 4), the student's final score is an average of the two scores. If the two scorers give different and nonadjacent scores (e.g., a 2 and a 4), a Scoring Leader reads the essay and assigns the score. Papers receive no score if they are blank, off-topic, illegible, unintelligible, or written in a language other than English.

The following writing task is a stand-alone task. A writing task associated with the passage *Hiking Trip* may be found on page 35. Sample student responses for these tasks begin in page 46.

## WRITING

### REMINDER

-  Write your response to the writing prompt below.
-  You may give your writing a title if you would like, but it is not necessary.
-  You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
-  You may either print or write in cursive.
-  Write clearly! Any erasures or strike-throughs should be as clean as possible.

### Writing Task 2:

Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.

Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.

#### Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ State your position, support it with specific examples, and address the reader's concerns.
- ☐ Use words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

*NOTE:* The following pages provide a sample student essay for this writing task at each of the four score points, with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, spelling, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found on page 55.

**RESPONSE TO WRITING PROMPT****4****Score Point 4  
Student Response****Commentary**

*Would you enjoy taking your classes at the city dump? Trash is not beautiful. It is a well-known fact that students learn better when they're in a clean environment. To be more attractive, trash on our school grounds must be picked up. The importance of picking up trash is to beautify our campus and make our school a healthier place to learn.*

*We want our campus to be attractive and clean, right? When rival schools come to compete against us, we don't want them going home criticizing us because of our campus. We don't want our mascot become a rat or a pig in their eyes. We want to keep our campus clean to show that we're not slobs and are educated enough to pick up our own garbage.*

*Who would want to eat lunch inside a dumpster? Or exercise in a gym that smells like rotten eggs and spoiled milk? We need a campus that will make it easier and healthier to learn. Would essays show the student's best if they brainstormed ideas while looking out the window at old food, used band-aids, empty soda cans and gum wrappers? The way this campus looks influences the way we perform in our classrooms. To get the maximum quality work done, we need clean and sanitary workspaces.*

*In conclusion, picking up any trash around school will be beneficial to everybody, especially us. If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away. There's no reason why our campus needs to be anything other than attractive. With everyone's help, it can be attractive and provide a better learning atmosphere.*

In this response, the writer addresses all parts of the persuasive writing task: stating a position about the importance of cleaning up trash, defending the position with evidence, and anticipating the reader's concerns. The first paragraph gives the writer's position ("trash on our school grounds must be picked up") and then gives two reasons that picking up trash is important ("to beautify our campus and make our school a healthier place to learn"). These two ideas become the focus for the rest of the essay.

The writer uses the questions that open each of the next two paragraphs to anticipate objections to cleaning up trash, thereby addressing the reader's potential concerns. The second paragraph provides several images to support the argument that a more attractive campus would provide specific benefits (e.g., "We don't want our mascot to become a rat or a pig in their [rival schools'] eyes"). Although the third paragraph provides little detail about the health aspect of the argument, it does use specific details to develop the concept that a clean environment is conducive to learning. The essay provides a strong conclusion that not only restates the writer's position but also extends the argument with a call to action: "If you see a piece of paper blowin around, stop it with your foot and bend down, pick it up, then throw it away".

The essay demonstrates the control of organization that is required for a 4-point paper, and the stated position is developed with details. Although there is a misplaced modifier ("To be more attractive, trash . . ."), and a few additional errors in conventions, overall the writer demonstrates the control of conventions. The essay also uses a variety of sentence types and precise, descriptive language. Overall, this essay is a sample of a 4-point response.

**RESPONSE TO WRITING PROMPT**

3

**Score Point 3  
Student Response****Commentary**

*Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.*

*A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.*

*No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoy-able to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.*

*In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.*

In this response to the writing prompt, the writer begins with a paragraph that states three positions about picking up trash—that “Nobody would like” a school “filled with trash,” that a clean school provides “an appropriate learning environment,” and that a clean school would “look more attractive.” The paragraphs that follow discuss each of these ideas.

The second paragraph of the essay focuses on the learning environment, explaining that students can concentrate better if there is no trash on campus. The third paragraph addresses the idea that “no one enjoys being in a dirty environment.” The final paragraph restates the idea that the school could look more attractive if everyone helped.

In general, the paper defends the three positions with some details and examples, but the development is not as thoughtful or thorough as that in a 4-point paper. In the third paragraph, for example, each sentence restates the topic sentence and adds only a few additional details.

The paper addresses readers’ concerns and expectations in a general way by stating that “Nobody would like it if people stopped picking up trash” and “No one enjoys being in a dirty environment,” and thus a general sense of audience is evident throughout the essay.

There are a few errors in the conventions of written English, but they do not interfere with the reader’s understanding. Overall, this essay is an example of a 3-point response to this writing task.

**RESPONSE TO WRITING PROMPT**

2

**Score Point 2  
Student Response**

*The importance of getting rid of garbage on school camps is very important. The importance of getting rid of the garbage is makeing are school look nice, giving less work for the teachers and janitors to do. Another reason it is important because if I don't look oke people are going to think that it isn't a good school.*

*I think that this a good subject to write on because the trash on school campus is terrible. School campuses have alot of garbage because people don't care about throwing there trash away. But people need to think more reasonsivly because they are destroying the earth if they do not pick up there garbage. So people from now on when you have garbage don't throw it on the ground throw it in the garbage can.*

*Another reason it is important for people not to litter because this where we live and we don't need to destroy where we live. Pluse what would other people come to our school meaning the district office people think of us if we just left our trash all over the ground that would make us look bad.*

**Commentary**

In this response to the writing prompt, the writer begins by stating three reasons that picking up trash is important: "makeing are school look nice," "giving less work for the teachers and janitors to do," and preventing people from thinking "that it isn't a good school."

Although the paper states these positions with some authority, it fails to support them in the paragraphs that follow. The second paragraph focuses on a new, although related, topic, that people should pick up their trash to avoid destroying the earth. The third paragraph moves from the idea that trash destroys the earth to the idea that it destroys "where we live." This paragraph also contains an attempt to develop the third position in the opening paragraph, that having trash around suggests that this isn't a good school: "if we just left our trash all over the ground that would make us look bad."

This essay provides little or no support for its thesis, shows little control over organization, and demonstrates an inconsistent tone and focus. It also fails to anticipate readers' concerns. These factors, in addition to the lack of control over the conventions of written English, particularly spelling, make this essay an example of a 2-point response.



**RESPONSE TO WRITING PROMPT**

1

**Score Point 1  
Student Response**

*It would be a good idea to clean up our envirement, maybe if there was more trash cans well you could make our schlool cleaner if just everybody picked up on thing our schlool would not be 3/4ths clean that's how bad our mess has gotten to who wants to attend a school that's now for the trash and ants and roaches etc. No one does that's why we should clean our school & our great reward in the end a clean & safe and healthy envirement and school.*

**Commentary**

In this response to the writing prompt, the writer begins with the position that cleaning up the environment is a good idea. This statement is followed by two suggestions—that there could be more trash cans and that everyone should help pick up trash. Another topic which is a description of the extent of the trash problem at school, and then the final sentence of the response reaffirms that cleaning up trash will have beneficial results.

This response offers several ideas related to the topic but fails to support these ideas with details or examples. In addition, the response lacks consistency of focus and fails to demonstrate a control of organization. The serious errors in the conventions of written English, particularly in sentence boundaries, interfere with the reader's understanding of the essay and result in a score of 1.

**RESPONSE TO LITERATURE**

The following pages contain a sample student essay for each score point for the “Hiking Trip” writing task on page 35.

**4**

**Score Point 4**  
**Student Response**

*In the story “The Hiking Trip” Jeff had to hike down a canyon and go get help for his brother Mark. Jeff is courageous and loving, and his true character is revealed by his actions.*

*The author gradually reveals Jeff’s bravery through his actions and his decision to save Mark. At first, Jeff is afraid of hiking down the canyon alone. The father tells Jeff to have courage and Jeff exclaims that he doesn’t want it. The father also tells Jeff to have enough love for his brother to save him. Even though he is afraid and doesn’t want to hike down the canyon, Jeff does it anyways. He does it to try to save his brother. This point in the story shows Jeff’s love for his brother and his determination to save him.*

*This is the turning point in the story. If Jeff had not made the decision to hike down the canyon alone the outcome of the story may be entirely different. Jeff’s bravery, love, and perserverance played an enormous role in this story. Without them he may have never tried or been able to save Mark.*

*This story shows how someone can overcome their own fears to help others. Jeff was an example of unselfishness, bravery, and courage. His character traits caused him to do what was right and they (his character traits) may have been the deciding point of his action and later on the outcomes of his story.*

**Commentary**

In this response, the writer addresses all parts of the writing task, which include describing Jeff’s personality and emotions, identifying the way the author reveals Jeff’s personality, and relating Jeff’s personality to the plot. The response also illustrates a comprehensive grasp of the text.

The first paragraph of the response summarizes the main action of the story and states the thesis, that Jeff is courageous and loving and that his “true character is revealed by his actions.”

Next, the writer gives more detail about the main action of the story, using evidence from the text to show how Jeff’s actions reveal his courage and love. Specific references to the text are included (e.g., “the father also tells Jeff to have enough love for his brother to save him”).

In the third paragraph, the writer focuses on the relationship between Jeff’s personality and the plot, identifying the turning point in the story as Jeff’s decision to go for help alone and tying this decision to Jeff’s love and determination: “Without them he may have never tried or been able to save Mark.”

The use of precise language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

**RESPONSE TO LITERATURE**

3

**Score Point 3  
Student Response****Commentary**

*To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.*

*Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.*

*Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brother's life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.*

In this response, the writer explicitly or implicitly addresses all parts of the writing task and shows a good grasp of the text.

The first paragraph of the response summarizes the main action of the story and suggests the thesis that is later expressed in the final paragraph—that Jeff has determination, courage, and love. The second paragraph summarizes events in the story to show that the author uses the events to reveal Jeff's character, although this connection is not explicitly stated. The final paragraph sums up Jeff's role in the plot: "His father tells him that he's a hero and that he saved his brother's life." Again, this relationship is not explicitly stated.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a good grasp of the story. Also, it makes specific references to the text (e.g., "Can't stop, Mark's in big trouble"). However, it lacks the purposeful control of organization and explicit statement of ideas that characterize a 4-point paper. The observations about Jeff's personality are structured by the story line rather than directed by the writer. The paper also illustrates an inconsistent sense of audience, as shown by the direct address to the reader in the first and second paragraphs.

There are only a few errors in the conventions of written English within this response, but they do not interfere with the meaning. Overall, this essay is a sample of a 3-point response.

**RESPONSE TO LITERATURE**

2

**Score Point 2  
Student Response**

*Jeff, the main character shows much of his personality and emotions. He is an understanding and motivating person. He knows what strength he has but he doesn't know how to use it. Although Jeff has many fears and knows he must overcome them to save his brother. His father knows his sons power, but its Jeff who doesn't realize his own. Jeff doesn't have self confidence of self will. His emotions in the story change. He starts off as a boy who doesn't believe in himself, to a boy who's emotions completely change under the circumstances. He must save his brother in order know if he really has inner power inside of him. This was the test. His personal characteristics add to the event of the story by making it more intense. The more intense the better the story. He adds problem to the story line and a resolution He doubts his own strength but he ends up winning.*

**Commentary**

In this response, the writer addresses some parts of the writing task and demonstrates a limited understanding of the main elements of the story. The response begins with three very general statements about Jeff's personality. Then the writer begins to focus on a potential thesis that could be supported by textual evidence: "Although Jeff has many fears and knows he must overcome them to save his brother." This statement also shows the writer's grasp of important ideas within the text. As the response continues, the statement that Jeff must overcome his fears receives additional development with the assertion that Jeff's emotions "completely change under the circumstances." However, these ideas receive no additional development through the use of textual evidence.

The final sentences of the response begin to address the relationship between Jeff's personality and the plot: "His personal characteristics add to the event of the story by making it more intense." One of these sentences uses the vocabulary of plot analysis ("He adds problem to the story line and a resolution") but provides little actual analysis.

The lack of a clear thesis statement and the failure to develop ideas by using evidence from the text are characteristic of a 2-point paper. The response also fails to demonstrate a purposeful control over organization. There is some variety in sentence structure, but there are several errors in the conventions of written English. Overall, this essay is an example of a 2-point response.

**RESPONSE TO LITERATURE**

1

**Score Point 1  
Student Response**

*This story tells about a boy who has doesn't want to go on a trip with his father and learn more about hiking but then, when he gets their he realizes the important thing that is about hiking. His father was really understanding and motovating, one of the things Jeff new it was important to learn hiking was for what happened to his father the accident he had, he knew it was important cause he know what to do during an accident.*

**Commentary**

This response begins to address the writing task in its opening statement: "This story tells about a boy who has doesn't want to go on a trip with his father." However, there is little understanding of the main elements of the story; the response continues by implying that the primary issue is the value of hiking and that Jeff's father (not his brother) has had an accident.

The failure to demonstrate a grasp of the text, the lack of a main idea, the failure to develop ideas using evidence from the text, and the serious errors in the conventions of written English make this a 1-point response.

## SCORING GUIDE

### CAHSEE Scoring Guide Response to Literary/Expository Text

#### 4 The response —

- demonstrates a *thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions of the English language. (Errors are generally first-draft in nature.)\*

Response to informational passages:

- *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

#### 3 The response —

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions of the English language. (Errors do not interfere with the reader's understanding of the essay.)\*

Response to informational passages:

- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

#### 2 The response —

- demonstrates a *limited* grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- may contain *several errors* in the conventions of the English language. (Errors may interfere with the reader's understanding of the essay.)\*

Response to informational passages:

- *may* address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

Response to literary passages:

- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

#### 1 The response —

- demonstrates *little, if any*, comprehensive grasp of the text.
- may provide *no* textual details and examples to support the thesis and main ideas.
- may demonstrate *no* understanding of the ambiguities, nuances, and complexities of the text.
- may provide *no* sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions of the English language. (Errors interfere with the reader's understanding of the essay.)\*

Response to informational passages:

- does *not* address the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- does *not* demonstrate awareness of the author's use of literary and/or stylistic devices.

#### non-scorable

B = Blank    L = Written in a language other than English    T = Off-topic    I = Illegible/Unintelligible

\* Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.



## SCORING GUIDE

### CAHSEE Scoring Guide Response to Writing Prompt

#### 4 The essay —

- clearly addresses all parts of the writing task.
- provides a *meaningful* thesis, demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- thoughtfully* supports the thesis and main ideas with *specific* details and examples.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- demonstrates a *clear* sense of audience.
- contains *few, if any, errors* in the conventions of the English language. (Errors are generally first-draft in nature.)\*

##### A Persuasive Composition:

- states and maintains a position, *authoritatively* defends that position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

#### 3 The essay —

- addresses all parts of the writing task.
- provides a thesis, demonstrates a consistent tone and focus, and illustrates a control of organization.
- supports the thesis and main ideas with details and examples.
- provides a *variety* of sentence types and uses *some descriptive* language.
- demonstrates a *general* sense of audience.
- may contain *some errors* in the conventions of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)\*

##### A Persuasive Composition:

- states and maintains a position, *generally* defends that position with precise and relevant evidence and addresses the reader's concerns, biases, and expectations.

#### 2 The essay —

- addresses *only parts* of the writing task.
- may* provide a thesis, demonstrates an *inconsistent* tone and focus and illustrates *little, if any*, control of organization.
- may* support the thesis and main ideas with *limited, if any*, details and/or examples.
- provides *few, if any*, types of sentence types, and *basic, predictable* language.
- demonstrates *little or no* sense of audience.
- may contain *several errors* in the conventions of the English language. (Errors **may** interfere with the reader's understanding of the essay.)\*

##### A Persuasive Composition:

- defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.

#### 1 The essay may be too short to evaluate or —

- addresses *only one part* of the writing task.
- may* provide a *weak, if any*, thesis; demonstrates *little or no* consistency of tone and focus; and illustrates *little or no* control of organization.
- fails* to support ideas with details and/or examples.
- may* provide **no** sentence variety and uses *limited* vocabulary.
- may* demonstrate **no** sense of audience.
- may* contain *serious errors* in the conventions of the English language. (Errors interfere with the reader's understanding of the essay.)\*

##### A Persuasive Composition:

- fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

#### non-scorable

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